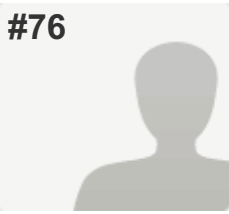


#76

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, May 13, 2016 11:38:37 AM**Last Modified:** Tuesday, June 28, 2016 9:19:09 PM**Time Spent:** Over a month**IP Address:** 207.28.16.2

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Q1: Name of School District:	Oelwein Community School District
Q2: Name of Superintendent	Dan Diercks
Q3: Person Completing this Report	Deb Loftsgard

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Q4: 1a. Local TLC Goal

Oelwein Goal 1: Attract Teachers: Attract able and promising new teachers by offering extended contracts and more extensive new teacher orientations for 1) staff development tied to Oelwein initiatives including, but not limited to: DuFour's

Professional Learning Community philosophy and principles, 1:1 technology, Positive Behavior Intervention Supports, Iowa

Core Curriculum Standards, leadership skills, and 2) scheduled released time during the school day for coaching and observing model teachers.

Oelwein Goal 2: Retain Teachers: Retain effective teachers by providing career opportunities to advance in their profession

as model teachers, curriculum leaders, or instructional coaches with a focus on reading and math.

Q5: 1b. To what extent has this goal been met?

(no label)

Somewhat Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

100% of new teachers to OCSD were satisfied with the extensive teacher training before the school year started. 100% of new teachers reported satisfaction with allotted time for coaching and observing during the school year. 90% of the new teachers reported satisfaction with overall training during orientation week regarding 1:1 training, PBIS, and the Iowa Core. 100% of new teachers stated that working with the model teachers, curriculum leads, and instructional coaches during orientation week and throughout the year was very valuable.

While we do not believe the TLC grant attracted our new teachers, it did have an impact on the existing staff. The only open position within our TLC program is due to a resignation based on family needs, and was filled for 2016-17. Five teachers left the district at the end of 2015-16; two because of retirement, two were due to a family move out of state not related to education and one accepted a teaching position to be closer to his extended family.

75% of teachers cite career opportunities plan as a factor in remaining in the district for 2015-16; which is the same as 2014-15 and 5% higher than 2013-14.

Q7: 2a. Local TLC Goal

Oelwein Goal 3: Collaboration: Improve communication and collaboration between/among colleagues by providing a collaboration plan with adequate time, guidance and training for teachers in various grade levels, content areas, special needs/regular education, and involving the AEA and Oelwein staff

Q8: 2b. To what extent has this goal been met?

(no label)

Somewhat Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

30% of the teachers surveyed were very satisfied with procedures of collaboration other than PLC, 35% were somewhat satisfied, and 35% were not satisfied. 5% of the teachers were very satisfied with the established protocols that allow collaboration to function effectively, 63% were satisfied, and 32% were not satisfied. 50% of the teachers responding to the survey strongly agreed that collaboration has increased the effectiveness of their teaching, 45% agreed, and 5% disagreed. 5% of the teachers were very satisfied that time and protocols for collaboration have been formally adopted and are in place, 65% were satisfied, and 30% were not satisfied.

Regarding scheduling release time during the school day, the results of satisfaction with meeting and holding conversations with TLC team members are: 60% of the teachers were able and 40% were not able to do so consistently. Teachers who were able to consistently observe TLC team members during the scheduled release during the school day was 45%.

0% of the teachers were very satisfied with the time given to work with the staff of Keystone AEA, 50% were satisfied, and 40% were not satisfied. 0% of the teachers surveyed were very satisfied with the time given for trainings among their grade level, 50% were somewhat satisfied and 40% were not satisfied. 20% of the teachers responding to the survey stated they were very satisfied with the time given for training in their content area, 50% said they were satisfied, and 30% were not satisfied. 10% of the teachers responding stated they were very satisfied with the time given to collaborate among special education and regular education teachers, 45% were satisfied, and 45% were not satisfied.

Overall, 10% of the teachers were very satisfied with scheduled release time during the school day; 40% were somewhat satisfied, and 50% were not satisfied with scheduled release time. 35% stated they were very satisfied with the opportunities to communicate and collaborate among colleagues and 65% stated they were somewhat satisfied. 35% of the teachers report overall satisfaction with opportunities to collaborate among colleagues, 65% report somewhat satisfied.

Collaboration has led to grade level work on standards and assessment and will be a major factor for aligning instruction. Data to support this conclusion is based on our work within our curriculum mapper.

Q10: 3a. Local TLC Goal

Oelwein Goal 4: Reward Teachers: Reward effective teachers by implementing a career plan with increased responsibilities for teachers with increased compensation for extended contracts and additional responsibilities.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Every teacher but one who held a position reapplied for for the same position for the 2016-17 school year. One open position was due to a desire to focus more on her special education classroom. The other open position for 2016-17 was due to a move from district based on family circumstances.

75% of the teachers are very satisfied with the career opportunities to advance as Model Teachers, Curriculum Leaders, and Instructional Coaches. 58% of the members of the TLC team for 2015-16 stated they were very satisfied with increased responsibilities, extended contracts, and increased compensation; 42% stated they were satisfied. 0% of the TLC team for 2015-16 stated they had a high level of burn out, 45% experienced slight burn, and 55% did not experience burn out. 39% of the TLC team believed their work made a great difference at OCSD and 61% stated the believe they made a difference.

Q13: 4a. Local TLC Goal

Oelwein Goal 5: Improve Student Learning: Improve student learning through implementation of the Iowa Core (instruction, including content and strategies, curriculum, assessments) and the district curriculum with a special emphasis on reading and math.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Administrator walk throughs and coaching observations noted more teachers relying less on lecture and more as facilitators of learning. Practices such as: increased collaboration among peers, standards based grading practices, student centered activities, and project based learning were observed in the classrooms. Building level goals for student achievement are met and a majority of past graduates who responded to the survey reported satisfied with their learning at OCSD. There was also a decrease in unexcused absences and a great percentage of students who plan to attend post-secondary education. We have maintained actual drop out rates as well as home school and open enroll out of our district. Much focus has been drawn to reading and math. Reading in the content area with encouragement to develop critical reading habits has been recommended by the administration and assisted by the instructional coaches. Math has spent considerable amount of time working with horizontal and vertical alignment within their department. This work has led to further work with all levels to ensure students are mastering the required standards as set by the Iowa Core.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Based on the data analysis, it is clear we need the Lead Instructional Coach for our upcoming school year (2016-17) which has been set and approved. With this adjustment, OCSD will benefit by more closely following the intentions of the grant and working much more purposefully with the collaboration among colleagues and AEA staff.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Implementation of TLC within the Oelwein Community School District has been really taking shape toward the middle of the 2015-16 school year with designed and purposeful student centered coaching within the Diane Sweeney model. Because of the newly hired lead instructional coach, as well as the instructional coaches, we have been able to align district's mission statement, through the vision statements, to the building goals, and directly impacting the professional development set for our teachers. We, instructional coaches, have set our student centered coaching cycles to directly align to our professional development. The TLC team is seeing more teachers request our services, not just for collecting data, but for assistance in making instructional decisions based on the data they collected. The instructional coaches are definitely seeing an improvement in mindset and breaking down the silos of content. The curriculum leaders are making great gains in standards - assessment alignment during the 2015-16 school year and many have piloted a Standards Based (referenced) Grading system. Model teachers are being treated as PLC leads and the first go-to for their grade level teachers. However, based on the work of the newly hired lead instructional coach and the other two instructional coaches during the past school year, we will be much more purposeful in the mentoring program with both our curriculum leads and model teachers. Overall, OCSD is seeing many benefits from the implementation of TLC; and even greater things are on the horizon!

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

